

**Milestones****History – Cycle A – Year 5**

By the end of the year, pupils who have experienced the elements of the milestones will have a 'basic' understanding and level of skill. The majority will have an 'expected' understanding and level of skill. Whilst some will have a 'deep' understanding and level of skill.

|  | Basic: | Expected: | Deep: |
|--|--------|-----------|-------|
| <b>Stone Age</b>   |        |           |       |
| <b>Chronological Knowledge</b>   |        |           |       |
| I use time lines to place events I have found out about both in this country and Europe  |        |           |       |
| I understand that a time line can be divided into BC (Before Christ) and AD (Anno Domini), and place certain events between  |        |           |       |
| I can describe the main changes in a period of history, using words such as 'social', 'political', 'religious'.  |        |           |       |
| I can name the date of any significant event from the past that I have studied and place it in accurately on the time line   |        |           |       |
| I use words and phrases such as era, period, century, decade, before Christ, AD, after, before, during to describe the passing of time   |        |           |       |
| <b>Knowledge and Understanding</b>   |        |           |       |
| I use evidence from different sources to describe the clothes, way of life and actions of people in the past   |        |           |       |
| I use evidence from different sources to describe buildings and their uses of people in the past   |        |           |       |
| I use evidence from different sources to describe the things people believed in the past (attitude and religion)   |        |           |       |
| I use evidence from different sources to describe what was important to people in the past   |        |           |       |
| I use evidence from different sources to show how the lives of rich and poor people from the past differed   |        |           |       |
| I use evidence from different sources to find out how any of the above may have change during a time period  |        |           |       |
| I give my own reasons why changes may have occurred, backed up by evidence I have researched   |        |           |       |
| <b>Historical Interpretation</b>   |        |           |       |
| I ask, 'What was it like for a... (child, rich person, etc) during...  |        |           |       |
| I can describe how some of the things I have studied from the past affect life today   |        |           |       |
| With help I give clear reasons why there may be different accounts of history  |        |           |       |
| <b>Historical Enquiry</b>  |        |           |       |
| I use documents, printed sources (e.g. archive materials) the internet, databases, pictures, photographs, music artefacts, historic building, visits to museums and galleries and visits to sites to collect evidence about the past |        |           |       |
| I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills  |        |           |       |

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|  | Basic: | Expected: | Deep: |
|--|--------|-----------|-------|
| <b>Organisation and Communication</b>  |        |           |       |
| I use dates and terms accurately   |        |           |       |
| I discuss the most appropriate way to present my information, which I realise is for an audience   |        |           |       |
| <b>Iron Age</b>  |        |           |       |
| <b>Chronological Understanding</b>   |        |           |       |
| I use time lines to place events I have found out about both in this country and Europe  |        |           |       |
| I understand that a time line can be divided into BC (Before Christ) and AD (Anno Domini), and place certain events between  |        |           |       |
| I can describe the main changes in a period of history, using words such as 'social', 'political', 'religious'.  |        |           |       |
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| <b>Ancient Egypt</b>   |        |           |       |
| <b>Chronological Knowledge</b>   |        |           |       |
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Child's Name: \_\_\_\_\_

Rooted in Faith; Enriching Young Minds

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